



## Starr Elementary

400 Professor Brown Lane  
Starr, S.C. 29684

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	743 Students	
<b>Principal</b>	Valerie Neal	864-352-6154
<b>Superintendent</b>	L. Hugh Smith	864-348-6196
<b>Board Chair</b>	Curtis Wiles	864-348-6196

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>At-Risk</b>
2007	Average	Below Average
2006	Average	Below Average
2005	Average	Below Average
2004	Good	Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

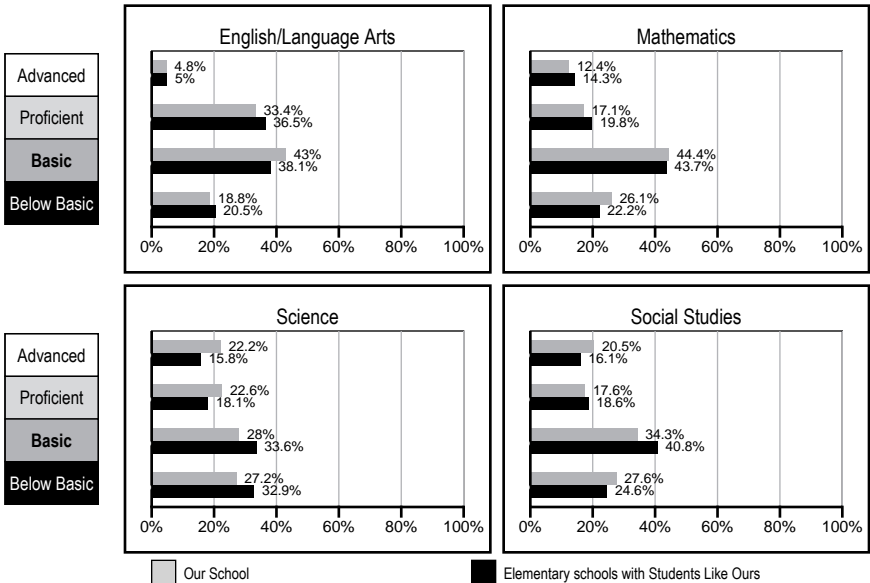
98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	8	54	28	1

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=743)</b>				
First graders who attended full-day kindergarten	98.4%	Down from 99.1%	100.0%	100.0%
Retention rate	7.3%	Up from 4.3%	2.7%	2.3%
Attendance rate	95.9%	Down from 96.3%	96.2%	96.3%
Eligible for gifted and talented	11.9%	Up from 10.2%	9.7%	10.4%
With disabilities other than speech	9.6%	Up from 8.9%	8.7%	7.5%
Older than usual for grade	1.9%	Up from 1.4%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=47)</b>				
Teachers with advanced degrees	48.9%	Up from 44.7%	57.9%	56.7%
Continuing contract teachers	83.0%	No Change	80.4%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.2%	Down from 94.9%	87.1%	86.4%
Teacher attendance rate	94.0%	Up from 93.4%	94.8%	94.9%
Average teacher salary	\$45,509	Up 6.7%	\$45,347	\$45,345
Professional development days/teacher	19.9 days	Up from 15.3 days	12.5 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	Down from 6.0	4.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 19.3 to 1	18.5 to 1	18.5 to 1
Prime instructional time	88.6%	No Change	89.5%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,434	Down 3.3%	\$6,890	\$7,052
Percent of expenditures for instruction*	70.8%	Up from 69.9%	68.4%	69.1%
Percent of expenditures for teacher salaries*	66.0%	Up from 63.8%	64.8%	64.2%

\* Prior year audited financial data are reported.

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**Report of Principal and School Improvement Council**

The 2007-08 school year at Starr Elementary has been extremely motivating for all of our school members. Our focus has been to continue to maintain our high expectations in line with state standards developed by the Department of Education. Our mission is focused on goals that each child will learn and develop their highest potential enabling them to become responsible, self-motivated, lifelong learners by fostering parent involvement, embracing diversity, providing challenging, accountable, and innovative educational opportunities in a safe and caring atmosphere.

At the present time we have 747 students who attend Starr Elementary. We are very proud of their accomplishments. The students here at Starr Elementary work extremely hard as is seen by the achievements noted in many areas, including a student who was recognized by the Lt. Governor for the Governor's Citizenship award and one student who won first place in a Clemson University Martin Luther King Celebration 2008 poster contest. Starr Elementary also celebrated the following: four students who received two gold medals and two students who received silver medals at the Regional Science Fair at Clemson University; a Spelling Bee winner who won 3rd place in the Regional Spelling Bee; Terrific Kids; Awards Day; Honor Roll; Attendance Awards; Accelerated Reader Awards; After School Program; APPLE Academics; and the Starr Student Award. We have involved the students in various opportunities such as APPLE Art, Fifth Grade Chorus, St. Jude's fundraiser that collected over \$5000.00, and Jump Rope for Heart that raised over \$7000.00. Students also brought in 5004 cans of food for disadvantaged community members.

The faculty and staff continue to provide a safe and nurturing environment for learning. In order to expand their knowledge skills, they have been involved in many endeavors such as taking a class on poverty as well as SMART board instruction. They also attended many conferences to become more knowledgeable in their content areas. We have also initiated the "Writing to Win," program. The faculty also administered Dibels and the Ohio Assessment, as well as PACT. All of these endeavors have allowed teachers to use test data to help analyze student progress and needs.

Special congratulations go to Mrs. Heather Smith who was selected as the Starr Elementary School Teacher of the Year.

Valerie Neal, Principal  
Melissa Davis, SIC Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	52	107	78
Percent satisfied with learning environment	96.2%	87.6%	77.6%
Percent satisfied with social and physical environment	100.0%	88.7%	75.3%
Percent satisfied with school-home relations	96.2%	84.1%	70.1%

\* Only students at the highest elementary school grade level and their parents were included.

**Abbreviations for Missing Data**

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School Adequate Yearly Progress	NO
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This school met 16 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	378	100	18.8	43	33.4	4.8	51.4	47.6	48.2	Yes	Yes
<b>Gender</b>											
Male	202	100	21.8	47.3	27.7	3.2	45.7	42.4	41.7	N/A	N/A
Female	176	100	15.5	38.1	39.9	6.5	57.7	53.4	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	330	100	18.2	40.4	36.6	4.8	54.1	49.5	60	Yes	Yes
African American	40	100	27	59.5	8.1	5.4	27	34.6	31.7	I/S	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	70	100	57.1	33.3	9.5	0	14.3	12.9	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	223	100	23.6	47.3	25.6	3.4	40.9	40.5	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	378	100	26.1	44.4	17.1	12.4	42.4	41.4	45.8	Yes	Yes
<b>Gender</b>											
Male	202	100	24.5	44.1	16.5	14.9	44.7	43.8	45.6	N/A	N/A
Female	176	100	28	44.6	17.9	9.5	39.9	38.7	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	330	100	22.9	45.2	17.8	14	45.5	44.3	59	Yes	Yes
African American	40	100	51.4	40.5	8.1	0	16.2	20.5	26.9	I/S	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	70	100	68.3	23.8	4.8	3.2	14.3	10.5	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	223	100	33.5	46.8	14.3	5.4	34	32	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	255	100	27.2	28	22.6	22.2	44.8	39.4	35.7	95.9	95.5
Gender											
Male	134	100	29.3	21.1	25.2	24.4	49.6	42	37.4	96	95.4
Female	121	100	25	35.3	19.8	19.8	39.7	36.7	33.8	95.9	95.6
Racial/Ethnic Group											
White	221	100	25.7	26.7	23.3	24.3	47.6	42.3	49.2	95.9	95.4
African American	28	100	38.5	38.5	15.4	7.7	23.1	21.5	17	96.3	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	96.8	95.6
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	95.8	95.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	98.9	95.3
Disability Status											
Disabled	50	100	60	22.2	11.1	6.7	17.8	13.7	14	95.4	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	96.1	96.4
Socio-Economic Status											
Subsided meals	147	100	35.3	32.3	20.3	12	32.3	29.9	21.1	95.3	94.8

Social Studies

All Students	254	100	27.6	34.3	17.6	20.5	38.1	36.5	34	95.9	95.5
Gender											
Male	133	100	30.9	28.5	17.9	22.8	40.7	40.3	36.6	96	95.4
Female	121	100	24.1	40.5	17.2	18.1	35.3	32.3	31.3	95.9	95.6
Racial/Ethnic Group											
White	221	100	27	32.7	17.5	22.7	40.3	37.9	44.5	95.9	95.4
African American	26	100	33.3	50	12.5	4.2	16.7	25.7	19.1	96.3	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	96.8	95.6
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	95.8	95.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	98.9	95.3
Disability Status											
Disabled	42	100	63.2	26.3	10.5	0	10.5	14	14.4	95.4	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	96.1	96.4
Socio-Economic Status											
Subsided meals	152	100	32.6	39.1	14.5	13.8	28.3	28.2	21	95.3	94.8

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	118	100	11.6	24.1	58	6.3	64.3
	4	119	99.2	33.6	40.2	24.3	1.9	26.2
	5	105	99.1	25	53.1	20.8	1	21.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	138	100	10.6	37.1	44.7	7.6	52.3
	4	131	100	17.2	42.6	34.4	5.7	40.2
	5	109	100	31.4	51	17.6	0	17.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	118	100	17	48.2	19.6	15.2	34.8
	4	119	100	36.4	39.3	13.1	11.2	24.3
	5	105	99.1	19.8	49	22.9	8.3	31.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	138	100	25	43.9	18.2	12.9	31.1
	4	131	100	20.5	45.9	18.9	14.8	33.6
	5	109	100	34.3	43.1	13.7	8.8	22.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	60	100	21.4	32.1	21.4	25	46.4
	4	118	100	41.5	34	14.2	10.4	24.5
	5	53	100	31.3	33.3	16.7	18.8	35.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	69	100	15.2	33.3	31.8	19.7	51.5
	4	131	100	27.9	29.5	18	24.6	42.6
	5	55	100	41.2	17.6	21.6	19.6	41.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	58	100	5.4	41.1	39.3	14.3	53.6
	4	118	100	36.8	38.7	11.3	13.2	24.5
	5	53	98.1	46.8	29.8	14.9	8.5	23.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	69	100	10.6	34.8	27.3	27.3	54.5
	4	131	100	31.1	32.8	17.2	18.9	36.1
	5	54	100	41.2	37.3	5.9	15.7	21.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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